

DOCUMENT RESUME

ED 166 537

CE 019 964

AUTHOR Boogaert, John
 TITLE [MATCHE: Management Approach to Teaching Consumer and Homemaking Education.] Economically Depressed Areas Strand: Human Development: Module III-E-3: Resources for the Economically Depressed Family.
 INSTITUTION California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
 SPONS AGENCY California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
 PUB DATE 78
 NOTE 20p.; Not available in hard copy due to light print in the original document. For related documents see CE 019 896-967

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
 DESCRIPTORS Answer Keys; *Depressed Areas (Geographic); *Economically Disadvantaged; Educational Objectives; *Family Resources; *Home Economics Education; *Performance Based Teacher Education; Performance Tests; Preservice Education; Resource Materials

ABSTRACT

This competency-based preservice home economics teacher education module on resources for the economically depressed area family is the third in a set of three modules on human development in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) resources designed for family crises (with lessons on gathering, organizing, and disseminating information on agencies designed to help families in crisis) and (2) resources for individual and family growth (with a lesson on creating and planning a comprehensive activity). Each unit includes an objective and overview. Lessons contain narrative summaries and suggested activities. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED166537

ECONOMICALLY DEPRESSED AREAS STRAND:

HUMAN DEVELOPMENT

MODULE III-E-3 RESOURCES FOR THE ECONOMICALLY
DEPRESSED FAMILY

Module Writer: John Boogaert, D.Re.

1978

Project Director
Gwen Cooke, Ph. D.

Assistant Director
Maurine Vander Griend, M. S.

MATCHE PROJECT Funded by:
Bureau of Homemaking Education
Vocational Education
California State Department of Education
Sacramento

CE 019 964

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

For further information contact:

Bureau of Homemaking Education
Vocational Education Unit
California State Department of
Education
721 Capitol Mall
Sacramento, California 95814

The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

Director - Dr. Owen Cooke, Chairperson
Department of Home Economics
California State University, Fresno

Assistant Director - Maurine Vander Griend

Fifty-one MATCHE modules were written, using the format and objectives selected by the 1971 task force and advisory committee. Modules were reviewed and content validated by subject matter specialists at statewide workshops.

Module Writers

CORE

Margaret Barkley (2 modules), Arizona State University
Jan Chesemore (1), California State University, Fresno
Katherine Karikka (1), California State University, Fresno
Sherman Smith (1), Humboldt State University
Ruby Trow (1), California State Polytechnic University, Pomona

Housing

Patricia Hennings (9), California State University, Fresno

Food and Nutrition

Jill Armstrong (1), San Francisco State University
Mary Byers (1), Loma Linda University
Joanne Caid (1), California State University, Fresno
Jan Chesemore (2), California State University, Fresno
Elena Klsick (1), California State University, Fresno
Evelyn Mar (1), California State University, Chico
Ratana Newsome (1), California State University, Fresno
Frank Waskey (1), California State University, Chico

Textiles and Clothing

Barbara Christensen (1), San Jose State University
Margaret Gylling (1), San Jose State University
Bina Henry (3), California State University, Northridge

Human Development

John Boogaert (6), California State University, Fresno
Nancy Winston (2), California State University, Fresno

Management

Betty Bailey (1), California State University, Northridge
Katherine Karikka (2), California State University, Fresno
Helen Mau (1), San Francisco State University
Jan Moway (3), California State University, Fresno
Vaunden Nelson (2), San Jose State University
Sherman Smith (1), Humboldt State University

1971-1973

Director - Dr. Ruth James
Department of Home Economics
California State Polytechnic University,
San Luis Obispo

Staff members at Cal Poly served as a task force responsible for the development and selection of instructional objectives, clustering of objectives into related modules, and writing of sixteen modules.

Task Force:

Connie Breazeale	Mildred Roskie
Sarah Burrough	Cheryl Stillman
Leslie Labhard	Ellen Stookey
Karen Sue Moerman	

1971-1978

This project was initiated, sponsored, and funded under Public Law 90-576 and Public Law 94-482 by the Bureau of Homemaking Education, California State Department of Education, under the leadership of the following staff:

M. Catherine Welsh, Chief
Hona J. Verloo, Assistant Chief

Staff Members:

Mary P. Conway	I. Marjorie Remy
Janice L. DeBenedetti	Dale Rossi
Martha C. Eichorn Martin	Dorothy W. Stone
Theodora Faiola	Lucille Valinoti
Mildred Huber	Maurine Vander Griend
Pat C. Kamm	

TABLE OF CONTENTS

Module Objective	Page 1
Module Overview.	1
 UNIT 1--RESOURCES DESIGNED FOR FAMILY CRISES	3
Objective	3
Overview.	3
 Lesson 1: Gathering Information About Local Agencies. . .	3
Narrative Summary	3
Suggested Activities.	3
 Lesson 2: Organizing and Disseminating Information on Agencies Designed to Help EDA Families in Crisis.	4
Narrative Summary	4
Suggested Activities.	4
 UNIT 2--RESOURCES FOR INDIVIDUAL AND FAMILY GROWTH	6
Objective	6
Overview.	6
 Lesson: Creating and Planning a Comprehensive Activity.	6
Narrative Summary	6
Suggested Activities.	9
Progress Check.	10
 MODULE PRE/POSTTEST.	11
Answer Key.	13

RESOURCES FOR THE ECONOMICALLY DEPRESSED AREA FAMILY

Module Objective

The MATCHE student will be able to describe the resources available to assist individuals from economically depressed areas and will be able to help those individuals who need services obtain necessary assistance from the available resources.

Module Overview

Many of the individuals and families who reside in economically depressed areas are totally dependent on public assistance programs for their income, and in many cases there just is not enough money to meet the family's needs. No budget can make an inadequate income adequate. If you are to be effective in helping these students to find solutions to their economic pressures, you must become a catalyst in helping them find resources that are acceptable and available to them and to their families.

This module is designed to give you some experience in working directly with persons in an EDA. As has been affirmed in other modules in this EDA strand, it is not easy to establish relationships and rapport with persons who share similar backgrounds. Adding to this general societal problem (our inability to establish interpersonal relationships), radical differences in economic resources can create barriers which are difficult, if not nearly impossible, to bridge. This module will help give you a new perspective on persons in EDAs. It is designed to give you a realistic method and reason for working with persons in an EDA and at the same time help you to discover ways to teach students how to find resources to help themselves and to help each other.

There is no way to be aware of all the resources that would be available to persons living in EDAs because each EDA is different and has different kinds of resources available. It has been decided, therefore, to introduce you to ways to discover what resources are available and to give examples of effective programs which have already been designed to generate resources for aiding persons in an EDA in meeting and responding to the problems they face.

Almost all social relationships, educational, and vocational experiences, and recreational activities depend on the availability of money. School

supplies, gym clothes, and even low key recreational activities are often felt to be necessities for going to school. These factors can be key elements in a student's success or failure in academic work.

It is important for teachers of consumer and homemaking education to recognize the potential for use of personal and community resources to meet some of the basic needs of low-income individuals and families, thus freeing some of their material or financial resources for use in social, educational, and recreational endeavors. It is also important to be able to adapt other resources to meet those needs and the unexpected situations which put an increased burden on an already inadequate income.

To enable you to gain these competencies, this module has been divided into the following units:

Unit 1: Resources Designed for Family Crises

Unit 2: Resources for Individual and Family Growth

UNIT 1

RESOURCES DESIGNED FOR FAMILY CRISES

Objective

The MATCHE student will identify and describe the services and purposes of agencies and/or organizations designed to assist low-income families with legal, medical, financial, counseling, and parent services.

Overview

This unit will give you an opportunity to learn about the resources which are available to residents of a particular EDA community to assist them in times of family crisis. The type of information you must acquire cannot come from textual materials alone, it must come from experience. You will look at these services from different perspectives: from the viewpoint of administrators, field and staff personnel, and most important, the recipients.

Lesson 1: Gathering Information About Local Agencies

Narrative Summary

In this unit you will need to go out into the community to locate agencies and collect information about their functions or services. The product you will create, if carefully completed, should be a useful tool for your EDA community.

Suggested Activities

1. Each member of your group of four will gather information from three to five agencies to aid families in crisis in a particular EDA.
2. With your instructor, discuss the following questions:
 - a. What are the agencies and why are they important?
 - b. What contributions are these agencies making to the eventual amelioration of conditions in the EDA?
 - c. How would you evaluate the way in which these agencies relate to those persons who are dependent on them?
3. Each member of the small group should create a short description-outline of the agencies' function and/or services.

4. Each member of your group will check out three to five agencies designed to help families in crisis within your particular EDA. For each agency, you should make a brief description of its function, funding source, apparent general appearance to a person who would be using the facility, attitude of the administrators, location, charges, if any, etc. When you have completed your list you will add yours to the lists of the other members of your group and create a master list of all agencies surveyed.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities proceed to Lesson 2.

Lesson 2: Organizing and Disseminating Information on Agencies Designed to Help EDA Families in Crisis

Narrative Summary

Your group will create a pamphlet listing all the agencies surveyed. Care should be taken to be sure to account for the following factors:

- Materials should be relevant to the needs of persons within the particular EDA.
- Actual wording of the materials must be sensitive to the local language patterns and to the reading level of both adults and children in the specific area.
- It is important to make a non-English language edition available for non-English speaking persons living in your particular EDA.
- There must be a plan for an effective process of distribution.

Your brochure should be attractive--attractive, that is, to persons living in the EDA, not necessarily to just yourself. Your group should spend some time discussing how your materials could be disseminated for the widest and most effective circulation and readership.

Suggested Activities

1. Create a short pamphlet listing all agencies surveyed. Be sure to consider the factors listed in the narrative summary.

2. Make a plan for distributing the pamphlet. After three to four weeks, report to the instructor. Assess with persons who are working in the places where you left your pamphlets the effectiveness of your pamphlet and distribution design.

If you have satisfactorily completed this lesson, proceed to Unit 2.

UNIT 2

RESOURCES FOR INDIVIDUAL AND FAMILY GROWTH

Objective

The MATCHE student will be able to plan recreational, social, educational, or vocational experiences from available resources that would be appropriate for and adaptable to the interests and abilities of EDA persons from preschool years to old age.

Overview

This unit will give you the opportunity to plan and execute a program designed for and led by persons in an EDA. It is intended that you will be sensitive to social and recreational needs, as well as the educational needs which you are trained to respond to as a teacher. Apparent social events or recreational activities can be educational experiences and carefully planned educational experiences can and should foster social growth and interaction.

You will have to determine the needs, interest, and abilities of a diverse group of EDA persons ranging from preschool children to the elderly. You will study programs which have been successful in other communities. Working with members of a particular EDA, you will plan an activity for which residents are willing to expend the time and effort.

Lesson: Creating and Planning a Comprehensive Activity

Narrative Summary

All too often when we think of assisting persons in an EDA we immediately think of some way to find federal funds to solve problems which these persons face. However, money is only one very limited resource which is often only short term and easy to justify. Much more difficult to activate are resources which take imagination, personal introspection, and genuine changes on societal structures no matter how minute these problems and solutions may appear. As difficult as these resources are to activate, however, they are the bases of long-term solutions to deeply embedded social problems.

In this unit you are encouraged to develop a sensitivity to other resources besides simply expending money from governmental funding (though this is a useful resource after creative and careful planning).

The primary resource you will use in this module will be the persons who live in an EDA. Stereotypes of EDAs (often sold to us through the media) are exactly what prevent us from seeing resources within the EDA itself. The other factor which often prevents us from seeing potential in an EDA is that we are unfamiliar with the value structure, social structure, useful skills, or even daily schedules of persons in a particular EDA. Not all residents and/or merchants in an EDA are poor. Not all residents in an EDA are uneducated. Our stereotypes must be dissolved before we can effectively help EDA residents to become aware of the resources available to them.

A good beginning attempt to understand the EDA and some of the problems residents encounter will be for you or a small group working with you to interview an individual within the university or college you are attending who has lived in an EDA. This person will give you some idea of what kinds of resources you might expect to find as you are working with EDA residents.

You may also wish to examine or review other EDA modules in these MATCHE materials.

It may seem like a broad task to plan an event which will be responsible to the objective of this unit. The intent of this objective is, however, that you learn how to do these tasks, not necessarily that you do them all at once. If you learn the process of developing programs with persons living in an EDA, you will be able to transfer this knowledge to other areas. In this unit there will be many suggestions for programs you might develop, and there will be more thorough guidelines for one particular program. It is not the intention of this module that you be limited to this one program; rather it is included to familiarize you with the process you should follow to make your program most effective as well as useful to your own education.

Some of the elements you should watch for are listed below:

1. Careful pre-planning, using a small group of persons working on one project if at all possible. This will give you a broader range of ideas and energy to carry out your program.
2. Look for literature that might be helpful to adapting your program to an EDA.
3. Work to involve the skills of persons in the EDA for leadership in your program. They know the needs and strengths you will need to know to make your program effective.
4. Use regular check points in your plan so that the feedback from participants, indigenous leadership, and your instructor will be useful tools to your group.

5. Do not be afraid of negative responses. They will be just as useful in developing a viable program as the positive ones.
6. Be sure that the program you create will respond to the needs that the participants have rather than what you think they might find useful.

Sample Program:

Many parents in EDAs are concerned that their children are not learning the necessary skills to move beyond the often circular patterns of poverty which are frequently encountered in EDAs. One of the skills which is necessary to break these patterns is reading.

From your understanding of child development, you are no doubt aware that preschool language experience is very important to the early stages of reading skills. This particular suggested activity is aimed at the problem that many children in EDAs do not get adequate early oral language exposure.

Using your knowledge of child development, you would in this particular activity engage your skills in creating a story hour for preschool children, using all available persons as "readers." A broad age range would be useful, because while you would be drawing a group of persons together for a specific activity, they would also be interacting socially and this would add a positive dimension to your program. Many persons who are reluctant readers would both be able to complete the task of reading children's books to preschoolers and also be reaffirming themselves and their own reading skills. The parents of the children brought to the story hour could also meet together at this time for both social experiences and educational programs. (You might give a series of classes for parents dealing with improved nutrition using foods common to the persons involved, etc.)

You need not choose this particular activity, and a list of optional activities is below. Your small group should choose an activity around the areas of specialty they have selected within their home economics program. This module is in the Human Development strand; thus a human development objective has been chosen for possible expansion.

Other Possible Programs:

1. A program could be designed to present information on consumer education appropriate to a specific EDA. Included should be such topics as consumer buying, with special emphasis on the specific pressures found in an EDA, credit availability and costs, etc. When possible, find an audience in the EDA to which to present your program.

2. A presentation could be prepared for the elderly on appropriate nutrition practices. This presentation should be based on a knowledge of the foods available in the EDA in which the people live.
3. A series of sewing classes could be housed in a local church in the EDA. In the sessions those persons who are interested could be taught how to buy material cheaply and shown how to put the material together into long-lasting, but stylish (appropriate to the EDA customs and measures of attractiveness) clothing.
4. A small group could be formed to help you understand the specific nutritional problems of the EDA. (Contacts could be established for formation of the small group through both schools and churches.) Recipes could be found that are favored by people in the EDA and gathered together into a small cookbook that would serve to aid the nutritional problems in the EDA. This cookbook could then be distributed for a small fee through the churches and schools in the EDA.

Suggested Activities

1. Form a small group of four to five persons to develop this program.
2. Discuss the following questions and formulate a list of answers into one document which will serve as a project guideline.
 - a. What are the key elements of the program you have centered upon? What is your goal or objective?
 - b. What are the factors which will negatively affect your project?
 - c. What are the positive factors?
 - d. How can you offset some of the negative factors by linking them up with the positive resources?
 - e. How will you involve indigenous leadership?
 - f. What resources will you need?
3. Create a time line for your project. Include check points at all stages to make positive use of feedback from participants, leadership, and your instructor.
4. Write weekly (brief) progress reports for your use as a project team (so that you will all know what each person is doing) and submit it to your instructor. These should be for all phases of the project.
5. At the end of the term, each student should make an outline of his or her work and this (together with the reports of each other member of your group) will be submitted to your instructor for evaluation. This report would also be available for next term's students if they wanted to continue with the project.

Progress Check

At the end of this project, each student should discuss the following questions with instructor:

- a. What indigenous resources did you discover as part of your work on this module?
- b. What external resources are available to EDAs for educational, recreational, and social development?
- c. What was the most difficult part of this unit for you? Why was it so difficult?

MODULE PRE/POSTTEST

Student _____

Resources for the EDA Family

Instructor _____

Date _____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. List at least ten resources that could possibly be available in a selected EDA.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.
 - i.
 - j.
2. List three agencies designed to assist low-income families with legal, medical, financial, counseling and/or parent services that are available in a selected EDA.
 - a.
 - b.
 - c.
3. Explain five features necessary to the success of a well-planned recreational, social and/or educational experience in an EDA.
 - a.
 - b.

Pre/posttest (continued)

- c.
- d.
- e.
- 4. List and explain four factors which are necessary to effectively disseminate recreational, social, and/or educational materials collected in an EDA
 - a.
 - b.
 - c.
 - d.

ANSWER KEY
MODULE PRE/POSTTEST

Resources for the EDA Family

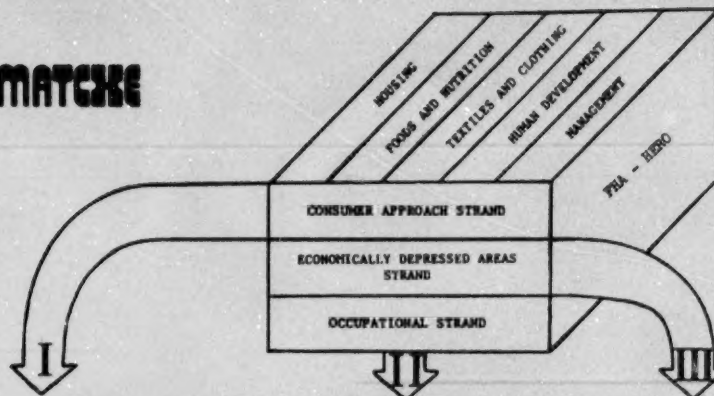
Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. Answers will vary, but the key below suggests several of the possible answers.
 - a. Persons living within the EDA have resources in their own life space, i.e., (1) know their own cultural traditions, (2) use and know social conventions indigenous to the area, (3) understand the communication patterns that are effective in the area. Also, persons who live within the area are the basic skill source of volunteer help in community programs.
 - b. Other resources:
 1. Welfare agencies
 2. Social Security office
 3. Planned Parenthood, Inc.
 4. Federal and state funded programs in local schools, i.e., Title I, Title III, Demonstration Programs. Programs often have special liaison persons that are equipped to facilitate and/or participate in special activities of this type.
 5. Local business establishments, especially for vocational programs.
 6. Churches
 7. Free health clinic
 8. Special youth employment centers
 9. Boys' Club
 10. YMCA/YWCA
 11. American Civil Liberties Union
 12. Legal Aid office
 13. Public Housing Authority
 14. Consumer Information Centers
 15. City recreation programs
2. Answers will vary according to agencies chosen on each student's list. Instructor should evaluate the student on the basis of ability to evaluate those items on his or her list.
3. Answers may include more than the possibilities listed. Answers should include at least three of those listed below.
 - a. Adaptable to the special needs of specific EDA.
 - b. Involved indigenous leadership.

Pre/posttest Answer Key (continued)

- c. Emphasis on development of the oral language skills.
 - d. Development of self-concepts of the participants.
 - e. Knowledge of possible resources available in specific area.
4. Answers should include the following factors necessary to dissemination of materials.
- a. Relevant to the needs of persons within the EDA area and having a plan for effective process for actual distribution.
 - b. Actual wording of the materials sensitive to the local language patterns and to the reading level of both adults and children in the specific area.
 - c. Translation into a non-English language, if necessary.

MATCH



A. CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS
1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B. HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C. FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D. TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E. HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumer Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F. MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele